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ABSTRACT

In 1984 the California Legislature enacted Assembly Concurrent Resolution 83 (ACR 83), which established specific goals for enhancing the participation and success in postsecondary education of students from economic, racial, and ethnic backgrounds historically underrepresented in higher education. The Postsecondary Education Commission was mandated to review existing and planned programs to determine how they can best serve the goals of ACR 83. Responding to reports and recommendations from various segments of public education, the Commission addressed the following policy considerations: (1) the Department of Education's suggestions (offered in "Caught in the Middle--Educational Reform for Young Adolescents in California Public Schools" and "High School Curriculum and University Admissions Requirements: A Critical Linkage") that high schools set requirements that will prepare students for college, study the extent that students are currently prepared for college, review school counseling, advising, and diagnostic testing, review high school curriculum, and refine the data system on dropout characteristics; (2) the California State University's plans set forth in "Educational Equity in the California State University--Which Way the Future?"; and (3) the University of California's plans set forth in "Expanding Educational Equity in California's Schools and Colleges." Assembly Bill 101 is summarized, and recommendations concerning future reports pursuant to ACR 83 are offered. A description of the California Postsecondary Commission is provided. Lists of references and other reports in this series are included. (BJV)

STAFF REPORT SERIES

COMMENTS
ON EDUCATIONAL
EQUITY ISSUES
OF THE 1980's

CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

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Executive Summary

This staff report analyzes the documents submitted to the Commission by the State Department of Education, the California State University, and the University of California in response to a recommendation in *Expanding Educational Equity in California's Schools and Colleges* – the report of the Intersegmental Policy Task Force convened by the Commission as a result of Assembly Concurrent Resolution 83 (Chacon, 1984). The task force recommended that the segments report to the Commission by June 30 of last year on their progress in developing plans to achieve the educational equity goals of that resolution.

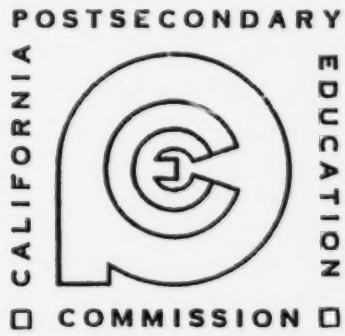
In this report, staff notes that the Chancellor's Office of the California Community Colleges has indicated that it will submit its report to the Commission in Spring of 1988, after a review of its existing outreach and student assistance programs and the development of a new student affirmative action plan. Staff also points to the implications of AB 101 (Chacon, 1987) for future equity reports from the segments and offers three recommendations to the segments in order to enhance the consistency, comprehensiveness, and responsiveness to ACR 83 of those future reports.

The Policy Evalution Committee of the Commission discussed this report at its meeting on February 8, 1988. Additional copies of the report may be obtained from the Library of the Commission at (916) 322-8031. Further information about the report may be obtained from Ms. Penny Edgert at (916) 322-8028.

COMMENTS ON EDUCATIONAL EQUITY PLANS OF THE SEGMENTS

A Staff Report on the Development of Plans by the State Department of Education, the California State University, and the University of California to Achieve the Educational Equity Goals of Assembly Concurrent Resolution 83 (1984)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985



COMMISSION REPORT 88-6
PUBLISHED FEBRUARY 1988

THIS is one in a series of staff reports on important issues affecting California postsecondary education. These reports are brought to the California Postsecondary Education Commission for discussion rather than for action, and they represent the interpretation of the staff rather than the formal position of the Commission as expressed in its adopted resolutions and reports containing policy recommendations.

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Comments on Educational Equity Plans of the Segments

IN 1984, the California Legislature enacted Assembly Concurrent Resolution 83 (Chacon), which established three specific goals for enhancing the participation and success in postsecondary education of California students from economic, racial, and ethnic backgrounds historically underrepresented in higher education:

> . . . by 1990, the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges is at least equal to or greater than the income and ethnic composition of secondary school graduates generally;
>
> . . . by 1990, the income and ethnic composition of students completing vocational and technical programs or transferring from community colleges into four-year institutions is at least equal to the income and ethnic composition of students enrolling in community college.
>
> . . . by 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities is at least equal to the income and ethnic composition of secondary school graduates in 1990.

ACR 83 called on the Postsecondary Education Commission to convene a task force composed of representatives from California's public schools and its postsecondary educational systems to develop collectively a plan and set of recommendations to achieve these goals.

In response, the Commission created two task forces: (1) an Intersegmental Policy Task Force consisting of representatives appointed by the various statewide offices that in March 1986 produced a policy oriented report, *Expanding Educational Equity in California's Schools and Colleges*, and (2) a Technical Task Force composed of individuals from the public schools and campus-based educational equity programs that produced a technical supplement to the policy report, *Background for Expanding Educational Equity*. Under the direction of C. Douglas Barker, who served as study director, the task forces sought to ensure that their reports accurately identified the issues requiring examination and included a schedule for reporting on progress in developing plans and implementing actions to achieve the goals of ACR 83. The Policy Task Force agreed that by December 31, 1986, the Postsecondary Commission should review "all existing and planned State-funded programs of postsecondary outreach and access to determine how they can best serve the goals of Assembly Concurrent Resolution 83" and that by June 30, 1987, the segments should report their revised or new plans to the Commission so that it could comment on their plans by the end of 1987 (1986, pp. 19-20). The task force also agreed that in 1989, again in 1991, and periodically thereafter as needed, the Commission should report on the progress already made and likely to be made in meeting the goals of its report and of ACR 83.

To review existing and planned programs, the Commission contracted with the Higher Education Research Institute of UCLA, and Juan Gonzales and Sylvia Hurtado of the Institute completed that review in January 1987, which the Commission published in February.

During 1987, the statewide offices of most of the segments prepared reports on their progress in developing plans, and Commission staff summarized their reports for the Commission at its December 14, 1987, meeting. This present document offers comments on their reports and, in some instances, on new information obtained from the systemwide offices since submission of their reports. It ends with two future-oriented sections:

1. A discussion of Assembly Bill 101 (Chapter 574, Statutes of 1987; Chacon) that directs the segments to report during 1988 on specific aspects of their progress in achieving the goals of ACR 83; and

2. Staff suggestions that may enhance the comprehensiveness and consistency of future reports in this series -- both those mandated during 1988 by AB 101 and those called for by the Intersegmental Policy Task Force for 1989 and 1991.

Segmental responses to the statewide plan

The Commission has received reports from all segments of public education except for the California Community Colleges, and the Chancellor's Office of the California Community Colleges indicated its intention to submit its report to the Commission in Spring of 1988, after a review of its existing outreach and student assistance programs and the development of a new student affirmative action plan. The reports submitted by the other segments vary considerably as a consequence of lack of format or content specification provided by the Commission.

- The State Department of Education submitted a report detailing its activities to improve the preparation of all students to achieve mastery of elementary and secondary school curriculum;
- The State University described its comprehensive planning process for achieving the goals of ACR 83; and
- The University of California provided analytical information on particular aspects of its progress in achieving educational equity as well as a description of its planning process to guide its actions for the next five years in this area.

California State Department of Education

The State Department of Education provided Commission staff with a narrative account of its actions with respect to the second major recommendation in the plan:

> 2: The proportion of low-income and minority youngsters -- especially Black and Hispanic -- who complete high school prepared for higher education must be increased substantially.

In order to achieve this goal, the Policy Task Force had recommended that the State Superintendent of Public Instruction assume leadership in the following six areas of elementary and secondary education:

2.1. *Assuring that a plan is developed to introduce elementary school students and their parents to college as a realistic option and to the requirements that students must meet during junior and senior high school to be prepared for college.*

The Department of Education indicates that its activities with respect to this recommendation center on the development of a core curriculum for mastery by all students. In particular, the State Department has stressed the following aspects:

- The importance of the review process for assessing the adequacy of the curriculum;
- The development of expertise among schools in the process of self-study; and,
- The training of school staff to develop individualized plans leading to curriculum mastery.

Commission staff comments: The implementation of a core curriculum for mastery by all students is a major step by the department in achieving educational equity, as its adoption could result in the elimination of tracking procedures, a practice which has adversely affected low-income and affirmative action students in the past. However, responding to this recommendation concerning the exposure of elementary school students and their parents to college as a realistic future option remains to be addressed by the department in terms of either its incorporation into the core curriculum or in ways complementary to the curriculum. If the department should decide that responding to this recommendation is beyond the scope of its responsibilities, then that decision should be communicated explicitly in order to enlist the cooperation of the other segments in designing activities to address this essential student-oriented recommendation of the statewide plan.

2.2. *Initiating a study of junior high schools or intermediate schools to determine how well they prepare students for senior high school and college-level work.*

The department has responded to this recommendation through a report by the Superintendent's Middle Grade Task Force entitled *Caught in the Middle -- Educational Reform for Young Adolescents in California Public Schools* (1987), which documents reforms needed in virtually every area of school

operations. Following publication of that report, the department has initiated two actions to respond to its recommendations:

- 100 intermediate schools are being identified to implement the reforms on a pilot basis.
- Private resources are being sought to establish "professional development schools" that would implement the reforms and serve as models for other schools seeking to initiate the Middle Grade Task Force recommendations.,

Commission staff comments: In the report from the department, there is no discussion of the extent to which demographic characteristics will be a criterion in the selection of schools to participate in these pilot efforts. Therefore, it is unclear if these actions will influence the achievement of educational equity.

2.4. *Completing a review of counseling, advising, and diagnostic testing in the schools with particular attention to counseling about postsecondary educational opportunities.*

The department has focused its activities in meeting this aspect of the overall goals of ACR 83 by:

- Reviewing the supplemental counseling services to tenth-grade students created by the Hughes-Hart Educational Reform Act of 1983 (Senate Bill 813), in order to identify avenues by which to improve those services;
- Developing inservice training opportunities for counselors to learn about a variety of resources available to engage parents in creating graduation plans for their children; and,
- Participating in the development and implementation of a variety of diagnostic testing programs in the mathematics and writing areas as well as the California Assessment Program for eighth graders.

Commission staff comments: The report from the department does not provide information on the extent to which these diagnostic testing programs have been available for use with low-income and affirmative action students.

2.6. *Completing a review of the availability of advanced and college-preparatory courses in public schools.*

Pursuant to ACR 73 (Hayden, 1985), the department contracted with an external organization -- Policy Analysis for California Education (PACE) -- to examine the extent to which college preparatory courses are offered in secondary schools. The report of that study, *High School Curriculum and University Admission Requirements: A Critical Linkage* (1987), presents a set of recommendations that should enhance the preparation of students to undertake college level coursework.

Commission staff comments: The report from the department does not provide information on its plans to implement those recommendations, particularly for students from underrepresented backgrounds.

5.1 *Refining its comprehensive data system on the characteristics of secondary school students and dropouts.*

The department has established its school accountability program as one of its highest priorities. This program provides information about each school in terms of the performance of its students on a variety of measures, including the California Assessment Program. From these measures, the department publishes a "school report card" that allows schools to monitor their progress and be compared to other schools in terms of student performance.

Commission staff comments: Because the school accountability program is based on the student information system of the department, the refinement and expansion of that system is critical. Recently, the system has been modified to include information on college-preparatory course enrollment and college admissions test performance that will be a valuable source for assessing the extent to which secondary schools are preparing their students for college-level coursework. A complementary activity to that of the department is the study presently underway by the Commission on the feasibility of developing a comprehensive student information system that would enable monitoring of the flow of students throughout their educational careers.

6.1. *California's public high schools should include in their self-studies for accreditation a review of their existing curriculum and student achievement.*

The department, in conjunction with the postsecondary segments and the Western Association of Schools and Colleges, recently designed a combined accreditation and program review self-study process. This joint review process incorporates an institutional perspective with an assessment of curriculum and instruction as part of the accreditation process and utilizes a postsecondary education curriculum consultant.

Commission staff comments: The staff is encouraged by the many activities and programs detailed by the department in its report; however, the report omits discussion of the strategies that the department has developed to address the specific needs of students from backgrounds underrepresented in postsecondary education. Clearly, actions that improve the preparation of all students to obtain a college education will enhance the opportunities for children from low-income and affirmative action families to participate in postsecondary education. However, the department is in a pivotal position to develop or refine its programs in a manner which specifically focuses on disparity in academic achievement among the school population, with students from poor and nonwhite backgrounds performing at a significantly lower level than children from middle-income white families. As a consequence of this achievement gap among children in the public schools, there is a lower participation rate among students in the former category in postsecondary education. The Commission recommends that the next report in this series from the State Department focus more directly on its actions specifically addressing the preparation for college of students from backgrounds historically underrepresented in postsecondary education, for the public schools provide the foundation for attainment of the goals in the resolution.

The California State University

The report received from the California State University focuses on the State University's progress in implementing the following recommendation in the statewide plan (p. 20):

> 7.2 California's segments of higher education should reassess their academic and student support services and their student affirmative action and equal educational opportunity plans and programs in light of the objective of Assembly Concurrent Resolution 83.

The report describes the State University's planning and programmatic activities in the educational equity area since 1985, when it established an Educational Equity Advisory Council to undertake a comprehensive analysis of its past efforts and to develop a plan to guide it toward the achievement of the goals stated in ACR 83. Composed of campus presidents, faculty members, and directors of educational equity programs and chaired by Herbert Carter, now Executive Vice Chancellor, the council produced a report in 1986 entitled *Educational Equity in the California State University -- Which Way the Future?* The major finding of the council was that "institutional responsibility for equity program participants has never been systematically and comprehensively defined in functional educational terms" (p. 1).

In order to remedy this situation, the council recommended that each campus initiate actions which would result in the development of campus-specific plans for achieving the goals of ACR 83. These plans were to include the following components:

- Measurable goals and objectives for achieving educational equity such that the student body and graduating classes at the campus reflect the income and ethnic composition of their service area high school graduating classes;
- Strategies for evaluating program results premised upon a comprehensive student information system;
- Restructuring of campus equity efforts to enhance organizational coordination among programs and services;
- Institutionalization of responsibility for achieving educational equity goals;
- Vehicles for involving faculty in activities designed to achieve equity goals; and,
- Participation of equity program staff in the development of the campus plan.

Upon dissemination of the council's report, Chancellor Reynolds directed the campuses to prepare plans and report on progress in implementing them by July 1, 1987. At their January 13, 1988, meeting,

the Trustees of the State University received a report on the implementation of these campus plans that reported the following areas of success:

- Campuses have established measurable goals;
- Evaluation strategies have been devised for assessing the extent to which the goals have been achieved;
- Consolidation of activities and services have been achieved along functional lines (i.e., outreach and retention);
- Some progress has been made in institutionalizing the responsibility for achieving educational equity goals;
- Greater participation of faculty in educational equity activities has been observed on most campuses; and,
- Most campuses developed mechanisms for involving equity program staff in plan development.

According to the report presented to the Trustees, the most intractable difficulties encountered by the campuses were in the following areas:

- Establishment of enrollment goals, specifically by discipline and college; and,
- The reallocation of fiscal resources to achieve cost-effective results.

In addition to the comprehensive planning efforts of the State University as described above, it outlined in its report to the Commission a series of systemwide initiatives to achieve educational equity goals:

- A variety of publications and media presentations have been developed to disseminate information about the system, in general, and the changes in admissions requirements scheduled to begin in 1988, in particular;
- Specific new activities, including the Transfer Centers and College Readiness Programs, that seek to enhance the preparation of prospective enrollees to the State University;
- Programs focused on retention of admitted students, such as the Intensive Learning Experience, and discipline-specific efforts, including the Minority Engineering Program;
- Emphasis on the development of teachers prepared to educate children in a multicultural society; and,
- Recruitment of undergraduates from underrepresented backgrounds to the teaching profession.

Commission staff comments: Both the constellation of programs and the planning process that the State University has initiated within the past three years to achieve the goals stated in ACR 83 are laudatory. Because these efforts are new, it is too early to reach conclusions about the progress that may result from the implementation of the State University's plans with regard to greater participation, retention, and graduation of students from underrepresented backgrounds in its system. However, the comprehensive process that the State University established to meet the goals, the strides made toward greater responsibility and accountability of the institution as a whole in the achievement of educational equity goals, and the involvement of various campus actors -- presidents, faculty, equity program staff -- appear to be movements in a direction that could result in expanded educational opportunities for all Californians.

University of California

The report submitted by the University of California also responds to Recommendation 7.2 in *Expanding Educational Equity in California's Schools and Colleges*:

> 7.2 California's segments of higher education should reassess their academic and student support services and their student affirmative action and equal educational opportunity plans and programs in light of the objective of Assembly Concurrent Resolution 83.

The University's report is both narrative and analytical. With regard to the University's progress in developing a plan to meet the goals stated in ACR 83, it describes the process undertaken since 1978 that has resulted in a series of five-year plans to guide its activities to achieve educational equity. Discussions leading to the creation of its third five-year plan, to be published before the start of the 1988-89 academic year, are presently underway at the systemwide office and on each of the campuses that take into account the changing demography of the State, the

1986 Eligibility Study conducted by the Commission, and the challenges imposed by increased demand for enrollment in the University. That forthcoming plan will guide the activities of the University from 1988-89 through the 1992-93 academic year. The plan will contain the following elements:

- Identification of target groups;
- Systemwide numerical goals;
- Campus specific goals;
- Two-year and five-year review periods; and,
- Retention and graduation goals.

Following a discussion of the current planning process, the report from the University analyzes the results of its past efforts to diversify its undergraduate population. The cornerstone of its activities is its Early Outreach Program, begun in 1975, whose purpose is to expand the pool of high school graduates eligible to attend the University through the regular admissions procedures. According to the report from the University, in 1985-86 this program served 34,764 students from backgrounds historically underrepresented in postsecondary education at 505 secondary schools. The University reports that monitoring the post-high school enrollment pattern of the Early Outreach Program participants reveals that 56 percent of the 1986 graduates entered a four-year institution the following fall. Further, it indicates that each ethnic group of Early Outreach Program participants was eligible for regular admissions to the University in higher proportions than their statewide counterparts. For example, the 1986 Eligibility Study conducted by the Commission estimates that 4.4 percent of Black students statewide were eligible for the University, but among 1986 Early Outreach Program graduates who were Black, 24 percent were eligible for regular admission.

Because the University is experiencing greater enrollment pressure than in the past, the Early Outreach Program, which has traditionally focused on motivational and academic advisement activities, will change its emphasis in the future. Greater attention will be directed toward developing students whose secondary school achievements and admissions test performances are beyond minimum University requirements. Further, Early Outreach Program graduates who enroll in Community Colleges after high school will be encouraged to participate in Transfer Center activities leading to matriculation to a baccalaurate degree program. In this way, the original investment in the preparation of these students for admission to the University while in secondary school can be reaped through the transfer process.

In terms of enrollment, the University reports that in the six-year period from 1980 through 1986, the number of freshmen who were from underrepresented backgrounds rose from 1,686 to 3,212 throughout the system -- an increase of approximately 90 percent. Of those enrolled, 81 percent of the students from low-income and affirmative action backgrounds were admitted through the regular process in 1986, compared to 78 percent in 1980 -- an indication that this population of students is increasingly prepared for University-level work.

With regard to the retention and graduation component of educational equity, the third goal of ACR 83, the University is presently engaged in a study to determine factors which correlate with persistence to graduation. Upon completion of this study, the University believes it will be in an informed position to modify its retention activities, particularly in order to enhance the involvement of faculty in this effort. Finally, the University reports that the pipeline concept has been expanded to include graduate and professional student affirmative action programs. One anticipated outcome of the activities at the graduate level is an expansion of the pool of individuals from underrepresented backgrounds with doctorates who can replenish the professoriate in California colleges and universities by the year 2000, a component crucial to all educational equity endeavors in the State.

Commission staff comments: The plans that the University has developed on a five-year cycle basis have guided it in making progress toward achieving the goals stated in ACR 83. Clearly, the results presented by the University on its Early Outreach Program suggest that progress in expanding the pool of low-income and affirmative action students eligible for University admission has been achieved with respect to those schools and students served by this program. However, graduates from the Early Outreach Program account for only about 4 percent of the high school graduates statewide from underrepresented backgrounds. Little change will be evidenced in the overall eligibility rates of low-income

and affirmative action students, the first goal stated in ACR 83, until results of this magnitude are forthcoming on more of a statewide basis through the combined efforts and resources of all segments and programs.

In order for attainment of admission to the University to be a step in achieving education equity, retention-to-graduation is critical. The Commission staff awaits the study by the University and the actions it takes as a result of this study to indicate the extent to which it has made progress in achieving the third major goal of ACR 83: increased college graduation rates of students from underrepresented backgrounds. The extension of the pipeline concept to graduate programs and faculty diversification are commendable and the Commission will monitor their development through its mandated biennial study on women and minorities in California public postsecondary education.

Summary staff comments about the reports

1. The reports submitted by the systemwide offices were primarily descriptions of their plans for achieving the goals stated in ACR 83. In the subsequent reports in this series, the systemwide offices should report on their progress in realizing those goals through the presentation of analytical information. In this way, the Commission will be able to monitor the extent to which this State is providing postsecondary educational opportunities for all its residents.
2. One common theme throughout these three reports is intersegmental cooperation. The creation of the Intersegmental Coordinating Council and the Intersegmental Budget Committee in which the State Department of Education has joined with its three public and independent postsecondary education colleagues evidences a clear recognition that the educational enterprise is a continuum from kindergarten through the post-baccalaureate years and that achieving success at one level is dependent upon interventions at other levels. The Commission has promoted intersegmental coordination in the past and the initial efforts of the segments in that direction are encouraging. With the inclusion in the budget for 1988-89 recently submitted by the Governor of specific program proposals developed intersegmentally to achieve educational equity, the efficacy and effectiveness of this implementation strategy can be examined.

Assembly Bill 101

In 1987, Assemblyman Chacon authored legislation mandating a report to the Commission from each segment on its progress in meeting the goals specified in ACR 83. These reports are to be submitted by June 30, 1988, and the Commission is required to comment on them for the Legislature within 60 days.

In contrast to the reports that have been described above, the submissions called for in AB 101 direct the segments to respond to specific elements implicit in ACR 83:

1. The extent to which the reporting segment of public education has implemented each of the task force report recommendations appropriate to it. Discussion of recommendations intended to be implemented in the future shall, for each recommendation, include a plan, timeline, and budget for implementation.
2. Impediments to implementation of any recommendation appropriate to the reporting segment of public education and either a plan, timeline, and budget for overcoming the impediments or a rationale for the lack thereof.
3. Identification of any recommendation appropriate to the reporting segment of public education which it intends not to implement, irrespective of impediments or absence thereof, and the rationale for the decision.
4. New legislation that the reporting segment of public education believes necessary to implement any of the recommendations appropriate to it.

Upon receipt of the segmental reports, Commission staff will prepare a document for Commission review during the summer prior to transmittal to the Legislature.

Staff recommendations concerning future reports pursuant to ACR 83

Based upon the experience of reviewing these re-

ports received from the segments, staff offers the following recommendations:

1. In order to enhance consistency and comprehensiveness among the reports, Commission staff, in cooperation with representatives of statewide offices, will develop a format and specifications of content to guide the production of the report in the future.
2. The reports should provide narrative information to respond to the specifications of AB 101 and analytical information to assess the extent to which progress has been achieved with regard to the goals stated in ACR 83.
3. Because of the important role that the independent segment of postsecondary education plays in the achievement of educational equity in California and because the Association of Independent California Colleges and Universities endorsed the task force documents, the association should be encouraged to participate in reporting on the progress of its member institutions in meeting the goals established in ACR 83.

References

Note: The report from the Department of Education, the California State University, and the University of California on which this document is based are available on request from Penny Edgert, The California Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, California 95814.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of January 1988, the Commissioners representing the general public are:

Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach, *Chairperson*
Henry Der, San Francisco
Seymour M. Farber, M.D., San Francisco
Lowell J. Paige, El Macero
Cruz Reynoso, Los Angeles, *Vice Chairperson*
Sharon N. Skog, Palo Alto
Thomas E. Stang, Los Angeles
Stephen P. Teale, M.D., Modesto

Representatives of the segments are:

Yori Wada, San Francisco; appointed by the Regents of the University of California

Claudia H. Hampton, Los Angeles; appointed by the Trustees of the California State University

Borgny Baird, Long Beach; appointed by the Board of Governors of the California Community Colleges

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions

Kenneth L. Peters, Tarzana; appointed by the California State Board of Education

James B. Jamieson, San Luis Obispo; appointed by California's independent colleges and universities

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, William H. Pickens, who is appointed by the Commission.

The Commission publishes and distributes without charge some 40 to 50 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514; telephone (916) 445-7933.

COMMENTS ON EDUCATIONAL EQUITY PLANS OF THE SEGMENTS

California Postsecondary Education Commission Report 88-6

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